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ABSTRACT

The library skills design for elementary schools which is described utilizes specific objectives and a teacher/library media specialist contract to reach objectives. Steps described in this instructional approach include (1) the determination of themes; (2) the performance of skills/task analysis of themes to provide objectives; (3) interviews with teachers and teams at each grade level; (4) the combination of teacher information and skills analysis into specific behavioral objectives; (5) the revision of objectives; (6) the presentation of a contract; and (7) keeping the principal informed. Sample behavioral objective contracts for students in levels K-5 are included. (Author/CMV)

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"For A Higher Interest Rate--
Sign the Bottom Line"

by

Gary S. Wilsher

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Gary S. Wilsher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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BACKGROUND

As we are well aware, the community in general is looking at education with careful scrutiny. Standardized test results such as S.R.A. are gaining more exposure to the public. This fact, coupled with competencies, Basic Skills K-6, and Standards of Quality in Virginia, led to the development of the instructional approach for library skills outlined below.

Entering a situation where there was long illness by the previous library media specialist, I discovered a decline in the "Use of Sources" scores of the S.R.A. exam administered to fourth graders. The building principal expressed concern over this decline and asked that I establish a goal to bring this section of scores back from the grade equivalency of 3.4 to a minimum of 4.2. The results of using this method over three years brought grade equivalency to 6.4.

STEPS IN THE PROCESS

1. Determine Themes

   Themes are the broad subject areas which you may wish to build your instructional goals. As an example, the themes for a typical elementary school might be:

   A. Index Usage
   B. Library Arrangement
   C. Equipment Operation
   D. Creating Media

   For the purposes of illustration, I will use Index Usage as a theme.

2. Perform Skills/task analysis of theme to provide objectives

   Develop your terminal performance objective. Be specific! What exactly is it that you want your students to perform? What will you give them to perform the task? How well do you expect them to do it? Make use of the ABCD format in setting the terminal performance objective and all enabling objectives (A=Audience, B=Behavior, C=Conditions, D=Degree of proficiency).

ILLUSTRATION

Theme: Index Usage

Terminal Performance Objective: Given a list of 20 subjects and a set of encyclopedia with an index volume, the fifth grade students of Public Elementary School shall demonstrate to their teacher or library media specialist successful location of information utilizing the index for eighteen of twenty.

It is now clear to you, your building principal, your teaching colleagues, your supervisor and so forth just exactly what you are expecting of the fifth grade students.

Brainstorming is now in order. Take apart the large theme "Index Usage" and brainstorm the skills necessary to perform the terminal objective. In the case of our illustration, some of these parts may include: parts of a book, alphabetizing, inductive-deductive subjects, abbreviations, types of encyclopedia arrangements, and types of encyclopedias. This analysis may now be spread across grade levels for development of enabling objectives.

	Assignment of Grades
Parts of a Book	K - 1 - 2
Alphabetizing	1 - 2 - 3
Inductive-Deductive Subjects	3 - 4
Abbreviations	3 - 4
Types of Encyclopedia Arrangements	4 - 5
Types of Encyclopedias	4

When assigning skills to grade levels to skills keep Bloom's taxonomy in mind. Assign your terminal objective to the highest grade level in your building.

3. Interview teachers, teams, and grade level

The most appropriate place for one to validate their skills analysis is with the classroom teachers. It's conceivable that a skill may be misplaced on a grade level and this is a method to check your thinking.

This is the opportunity to gather data from teachers. Use it wisely as teacher cooperation is most necessary for you to achieve your objectives.

4. Combine

At this point it is time to combine two elements, teacher information and your skills analysis, into specific behavioral objectives. Be certain to identify the responsibilities of each person involved.

As an addition, you may wish to add some motivation inventives for students - achievement awards, stars, etc.

5. Revise if necessary

Take your objectives back to the teachers. Settle any difficulties with assignments of responsibility.

6. Contracting option

This is a key decision! The library media specialist should prepare all written objectives for final signature. Signature by an individual teacher, teams, or grade levels is a mental commitment to the objectives you have constructed. Don't forget to sign yourself - library skills is two-way effort.

If there is failure in meeting your objectives, the responsibility for failure can easily be identified.

7. A final note

Remember that the principal of your building is serving as its instructional leader. This person must be kept informed. Review your efforts with the principal as methods of accountability are important to this person.

Below are sample contracts. They reflect the themes:

1. Index Usage
2. Library Arrangement
3. Equipment Operation
4. Creating Media

Each page contains one or more objectives indicated with an asterisk. These objectives indicate our original illustration of "Index Usage" so that it may be followed through all grade levels.

SAMPLE KINDERGARTEN
CONTRACT

(Single Classroom)

*1. Upon completion of twelve visits to the Media Center, the kindergarten class of Ms. Lovely shall successfully be able to identify and name 4 of 5 parts of the book (cover, spine, body, pocket, and title page).

2. Each student in Ms. Lovely's kindergarten class shall be able to operate a cassette recorder in the play and rewind modes.

   A. Introduction in the five senses study (Teacher, Aide, Media Specialist).

   B. Individual operation instructions (Teacher and Media Specialist).

   C. Learning Centers will include audio cassettes.

3. Each student in Ms. Lovely's kindergarten class shall appear in a video-taped program of their creation (Teacher and Media Specialist).

SAMPLE FIRST GRADE
CONTRACT

(Single Classroom)

The students of Mr. Jones' first grade class shall be able to orally identify correctly the function and terms of author, title, illustrator, and publisher. (Media Specialist with teacher reinforcement)

The students of Mr. Jones' first grade class will create their own book to include cover, title page (w/author and illustrator name being their own), a minimum of five picture page body, and a spine.

Given the instructions to operate a cassette recorder in the record mode, the students of Mr. Jones' class shall record the text of their books.

*Given their own books, students of Mr. Jones' class shall demonstrate the arrangement of their books in alphabetical order by the first letter of the author's (their own) last names.

SAMPLE SECOND GRADE
CONTRACT

(Single Classroom)

*Given a list of 30 subheadings, the students of Ms. Marie's class shall correctly place 25 under major subject heading. (Media Specialist)

*Given 10 sample pages, the students of Ms. Marie's class shall correctly discriminate between Table of Contents and Index samples. (Media Specialist and Teacher)

*Given a list of 30 subjects, the students of Ms. Marie's class shall correctly place them in alphabetical order. (Media Specialist and Teacher)

Given the necessary materials, the students of Ms. Marie's class shall create a 16mm film on geometric shapes. (Media Specialist and Teacher)

Given a T.V. camera and monitor, each student of Ms. Marie's class shall perform the basic operations of tilt, pan, and zoom. (Media Specialist)

THIRD GRADE SAMPLE
CONTRACT

(Single Classroom)

*Given a set of 25 catalog cards, the students of Mrs. Well's class shall arrange them in alphabetical order to 80% accuracy. (Media Specialist and Teacher)

*Upon completion of the dictionary unit and given a set of 30 catalog cards and sample guide letters, the students of Mrs. Well's class shall arrange them under the guide letters to 90% accuracy. (Media Specialist and Teacher)

*Given an encyclopedia index, the students of Mrs. Well's class shall orally identify to 90% accuracy a list of abbreviations appearing in the index. (Media Specialist and Teacher)

*Given a mail order catalog (Sears, Wards, Penney's) and a list of 15 questions, the students of Mrs. Well's class shall locate the answers using the catalog index to 75% accuracy.

Given the appropriate equipment, the student's of Mrs. Well's class shall correctly thread a V.T.R., hook in a single camera and a mic with competency based on a successful one minute recording. (Media Specialist)

Upon presentation of a special effects generator, the students of Mrs. Well's class shall visually and orally identify corner insert, split screen, wipe, dissolve, and fade (in - out). (Media Specialist)

SAMPLE FOURTH GRADE
CONTRACT

(Single Classroom)

*Given a list of 15 subjects and appropriate encyclopedia volumes, the students of Mr. Carey's class shall match the subjects with the encyclopedias to 90% accuracy. (Media Specialist and Teacher)

*Given a list of 20 questions and appropriate encyclopedia volumes, the students of Mr. Carey's class shall match the questions with the encyclopedias to 90% accuracy.

The Media Specialist shall provide five activities for the reinforcement of multiplication skills.

The students of Mr. Carey's class shall operate the special effects generator.

Review, recycle

SAMPLE FIFTH GRADE
CONTRACT

(Single Classroom)

Given the appropriate color lift transparency materials, the students of Ms. Bradley's class shall create a "stained glass" window. (Art Teacher, Media Specialist, and Teacher)

Given the necessary equipment, the students of Mrs. Bradley's class shall create an original 10 to 20 minute videotape. (Art Teacher, Music Teacher, Classroom Teacher, and Media Specialist)

*Given a list of 20 subjects and a set of encyclopedias with an index volume, the fifth grade students of Ms. Bradley's class shall demonstrate to their teacher or library media specialist successful location of information utilizing the index for eighteen of twenty.